

# About the Beamer class in presentation making

## A short story

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# ① Introduction

## ② Methods

## ③ Results

## ④ Discussion

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# Section I

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# Section II

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# Methods

- Enlightenment: Reading Five Articles

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- Heated Discussion in Groups

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- Search Information and Related Knowledge

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- Send Questionnaire



# Methods

- Enlightenment: Reading Five Articles
- Heated Discussion in Groups
- Search Information and Related Knowledge
- Send Questionnaire
- Data Analysis

# Section III

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Previous Studies

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# Section III Subsection I

Previous Studies  
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## Conclusion of Previous Studies

- Self-efficacy expectations are related to indices of academic performance behavior as well as vocational interest and range of perceived career options.[1]

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- A career planing course does have a positive impact on academic performance.[2]

# Conclusion of Previous Studies

- Self-efficacy expectations are related to indices of academic performance behavior as well as vocational interest and range of perceived career options.[1]
- A career planing course does have a positive impact on academic performance.[2]
- A systematric advisement system would enhance opportunities for student academic success.[3]

# Section III Subsection II

Previous Studies  
Results of the Survey  
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# Horizontal contrast

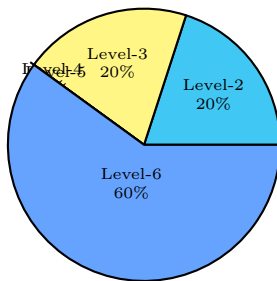


Figure 1: Excellent, Im the king

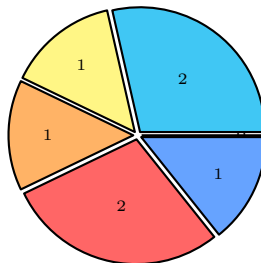
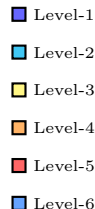


Figure 2: Good enough but not perfect





# Horizontal contrast

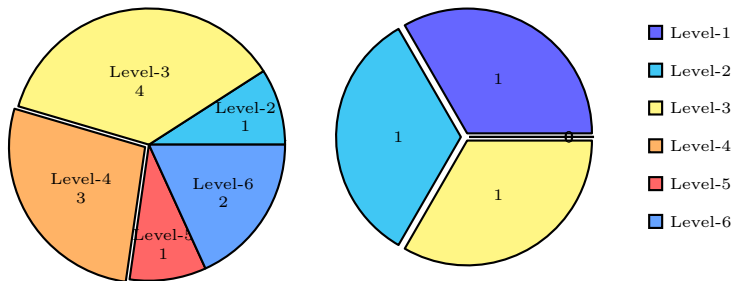


Figure 3: Not that good but acceptable

Figure 4: There is a long way to go

# Horizontal contrast

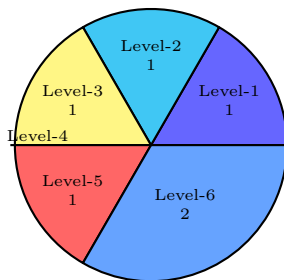


Figure 5: Terrible, I dont want to mention that

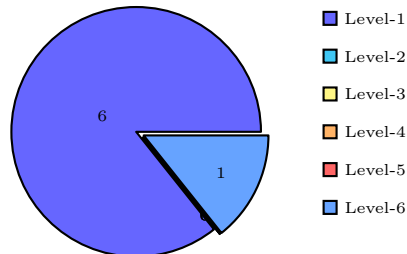


Figure 6: Sorry, life is hard

# Longitudinal contrast

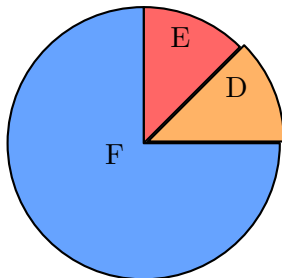


Figure 7: Level-1

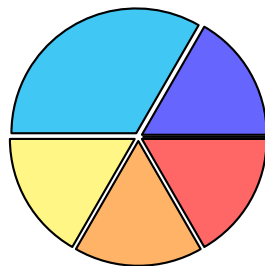


Figure 8: Level-2



# Longitudinal contrast

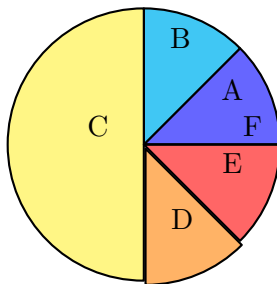


Figure 9: Level-3

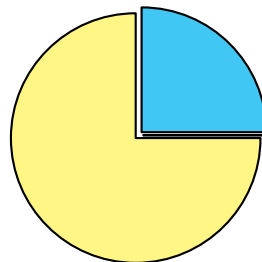


Figure 10: Level-4



# Longitudinal contrast

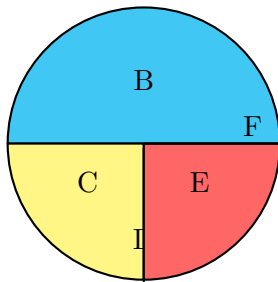


Figure 11: Level-5

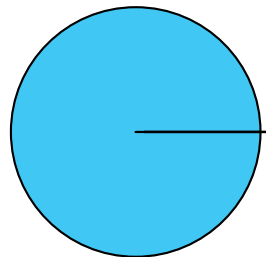


Figure 12: Level-6



# Section III Subsection III

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# Horizontal Analysis

- In Figure 1, top students are highly possible to have a good career plan.

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- In Figure 6, the students who are not good at study are not good at career plan either.



# Horizontal Analysis

- In Figure 1, top students are highly possible to have a good career plan.
- In Figure 6, the students who are not good at study are not good at career plan either.
- In Figures 2 to 5, the students in the middle do not show a clear tendency.

# Vertical Analysis

- In Figure 7, the students with the worst career planing perform poorly in academic.
- In Figures 8 and 9, there is no obvious tendency.
- In Figures 10 to 12, the students with the best career planing perform pretty well in academic.

# Section IV

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# Discussion

- No Inferiority

# Discussion

- No Inferiority
- No Superiority

# Discussion

- No Inferiority
- No Superiority
- A Good Choice (hope and motivation)

# Discussion

- No Inferiority
- No Superiority
- A Good Choice (hope and motivation)
- Reconsider

# Section V

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- [2] B. Folsom, G. W. Peterson, R. C. Reardon, and B. A. Mann, “Impact of a career planning course on academic performance and graduation rate,” *Journal of College Student Retention: Research, Theory and Practice*, vol. 6, no. 4, pp. 461–473, 2005. [Online]. Available: <https://journals.sagepub.com/doi/abs/10.2190/4WJ2-CJL1-V9DP-HBMF?journalCode=csra>

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*Thanks!*<sub>[4]</sub>